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The AGRICULTURAL EDUCATION Magazine

At this table in September 1925,
it was determined that boys studying
agriculture should have their own organization—
now the F.F.A. Present: Walter S. Newman,
Edmund C. Magill, H. W. Sanders,
and Henry C. Groseclose.

This inscription is engraved on a metal plate on a library table in the office of Agricultural Education at Virginia Polytechnic Institute.

VOCATIONAL AGRICULTURE
For
TEACHERS
Teacher Educators
And Supervisors
OFFICIAL PUBLICATION

The Agricultural Education Magazine

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Editorial Comment

Don't Fence Me In

"Oh give me land, lots of land, under starry skies above,
Don't fence me in!
Let me ride thru the wide open country that I love,
Don't fence me in!"

V. G. Martin

SO SINGS in words, or in spirit, every real American farmer, every true teacher of vocational agriculture. Farming, by nature, is in the "wide open country" and men, real men, farm because they don't want to be fenced in by many of the conventions and artificially made standards of urban society. In the heart of every teacher of vocational agriculture who loves his work there is this same call beckoning him towards the open spaces. By natural bent he seeks room for doing his work, and success in his work requires room for action. Effective instruction must extend beyond the classroom. Effective learning results when knowledge is put into practice.

It is generally recognized, at least in the theoretical area of thinking, that effective programs of vocational education in agriculture require that enrolled boys spend much of their time outside the conventional classroom and that vocational teachers extend their instruction to adult farmers and to farm youth who are about to enter upon farming (the majority of whom never do). Notwithstanding this theoretical agreement, oftentimes teachers of agriculture are "fenced in" and consequently the programs in vocational agriculture under such conditions are not functioning as they should.

Sometimes the vocational teacher himself builds the fence. He deliberately and habitually confines his instruction to the classroom and the campus. He doesn't know his farmers and their farming conditions. Some school administrators stand in the way of carrying instruction in vocational agriculture into the "wide open country"—the school community. He assigns the teacher to nonvocational duties in the school and on the school grounds. Low salary fences are hampering many programs of vocational agriculture. After this fence is built, it is well chucked with the idea that a vocational teacher must not be paid a gross salary larger than that of academic teachers in the same school. It is readily agreed that the salaries of all teachers are too low but teachers of agriculture, notwithstanding necessary extra expenses and 12 months employment, must not be paid above others. This fence simply won't hold a good teacher of agriculture. Other agricultural services will pay more for his services and this good teacher does the only sensible thing, climbs over this fence into a greener pasture. School boards and administrators must recognize the fact that to hold any teacher, vocational or academic, a salary must be paid that is at least equal to what the teacher can get elsewhere including fields outside of public school education. Teaching vocational agriculture must have men as good as the best, but to obtain and retain such men as teachers, schools must meet the competition of other agencies.

If vocational agriculture is to function out on the farms and in the lives of people living in the open country, then don't fence it in (1) by employing teachers who prefer to stay behind the fence that confines instruction to the classroom and the school grounds; (2) by overloading the teacher of agriculture with nonvocational duties; and (3) by holding salaries down to such a point that other agricultural agencies get the best qualified men, and there are left to teach vocational agriculture only thosenot good enough to succeed in some other field.

In behalf of the teacher of vocational agriculture who, more than anything else, desires to do his job well, let us all join in the refrain:

"Oh give me land, lots of land, under starry skies above,
Don't fence me in!
Let me ride thru the wide open country that I love,
Don't fence me in!"

Articulation of Agricultural Education

R. M. Stewart

ARTICULATION of agricultural education in the public schools is an important problem, since the subject matter of agriculture is appropriate at all levels and segments of the educational system. According to the different stages of growth and development, well defined selection of the content of agriculture appropriate to the several stages, should be a duty of a responsible leader. This selection is imperative both for the psychological welfare of the learner and for the good organization of administrative units. In that respect, the selection of agricultural content does not differ from the selection of English, science, or any other content, common thruout the educational period of the learner.

Articulation is a good word. It has accumulated many derived meanings. It came basically with reference to proficiency in speech. To speak articulately is to speak distinctly and intelligibly. In education, it means the effective function of experience as the learner passes from one grade to another, or from one segment of the educational system to another. It implies growth and development. We use several words as expressing its different meanings: "passing," as from grade to grade, or "commencement" when being graduated from a specific school, or "entrance" when referring to admission to a higher school, or "graduation exercises" when indicating merely satisfactory completion of a curriculum.

There are at least three stages of growth and development that are very significant for the full use of agriculture as an area of study in schools: (1) the period of the preschool and the elementary school; (2) the period of the junior high school; and (3) the period of the senior high school, and the agricultural-technical school of the thirteenth and fourteenth grades.

The first period may be characterized as the period of educational vegetation, gaining *insights* by contact with farming and other agricultural activities, but with no conscious emphasis upon the terms "farming" or "agriculture."

The second period is that of the agricultural arts, as a part of all practical arts, a period of exploration and orientation, gaining experience by carrying on practical programs in agriculture under personal responsibility.

The third is that of vocational-technical agriculture, characterized by the use of scientific and technical knowledge and the scientific approach to problems, gaining further insights, practical skills and scientific understanding.

The above three periods constitute a range of activity that adds from time to time cumulative evidence of what directed experience can do in promoting educational articulation. John Dewey, in his *Education and Experience*, has insisted, as he has done elsewhere in his writings, that education is based on real experience, and its direct outcome. He says further that there is organic connection between education and personal experience. He says, however, that not all experience is education, "Any experience is mis-educative that has the effect of arresting or distorting the growth of further experience."

Agricultural Insights

A child that has the good fortune to live on a farm and to enjoy participation in a wide range of farm activities has the opportunity to gain the experience that provides basic insights of agricultural significance for later experiencing, even for nonfarm life. By the time a farm boy or girl is ready for junior high school, he has made great headway in motor development and insights firsthand. He knows cows and horses, sheep and swine, their characteristics, how they live, and what they do. He knows work and play in natural settings. His learning is dynamic, satisfying, rich in *original insights;* it is a period of acquisition, dealing with "things, persons, and ideas."

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S. S. SUTHERLAND **Professional** HENRY S. BRUNNER

The New Role of the Teacher-Trainer*

H. M. HAMLIN, Professor of Agricultural Education, University of Illinois, Urbana

H. M. Hamlin

Editor's Note: EXCELLENT is this thoro, analytical presentation of the immediate needs in teacher-training. You must read it.

WE MEET on an important anniversary, one which we do not like to observe but which we are compelled to remember, however distasteful it may be. Since December 7, 1941, the nation has been going thru a bitter experience. Tho we in teacher-training are supposed to be sealed in our ivory towers against the effects of outside influences, we shared in this experience.

We too have had our casualties. There are fewer than 100 of us left in the country. In six years of teacher-training at the University of Illinois, I have helped to qualify 321 men for teaching. Only 65 of these are now teaching in the state. Two hundred and forty of them are in the armed forces. Half of the teachers in service whom I have had in graduate courses are now out of teaching.

But one of these days spring will come and we shall burst into new growth. If we can only hold out until that spring and prepare for it, most of our old hopes may yet be fulfilled.

What will be the nature and the direction of this new growth? This is the central question I want to discuss this morning. I shall speak more than some of you will think I should in terms of my own situation because I want to be definite, concrete, and realistic.

It is clear to me that the American people are on the march, that they are not seeking or expecting a return to normalcy after the war. They are going to demand great changes, for I am convinced that the American people today are more mature, better informed, and more capable of thinking their way thru to right decisions than they ever before have been. We in teacher-training are going to have to march with the American people or we shall be run over.

Last week at Chicago I heard the president of the Curtis Publishing Co. of this city say that his company, after studying the reports of the Brookings Institution and other competent agencies, has concluded that the national income in 1950 will be about $150,000,000,000, approximately twice the national income in 1939 and plans that the company will get its share of this increased income. It is against such a background as this that we should do our planning for teacher-training in agriculture.

The farm people of this country will face, after the war, tremendous opportunities and tremendous problems. They have shown during the war that we can produce more than they ever produced before with about one-half of the manpower they formerly had. We can expect a back-to-the-land movement immediately after the war. Veterans will be seeking a period of peace and quiet. City dwellers will be looking for country homes and part-time farms when transportation facilities are improved. Many industrial war workers may find it necessary to "hole in" in the country because of the lack of work in the cities. In the interests of world peace, we may have to accept more agricultural imports from other countries. The possibility of crushing agricultural surpluses may again be with us.

More and more efficient production will be called for if individual farmers are to meet the new competition.

Farm people will come out of the war with funds they can use in rebuilding their homes and their other farm buildings. Electrical power will become more widely available. New types of machinery, some of it adapted to the smaller farms, will be on the market. We shall have a chance to do something important about soil conservation.

The guidance of farm boys and young men will be an even more intricate and important problem than it has been. Choices will have to be made between farming and the many agricultural occupations other than farming and between agricultural occupations and other occupations. The wide world of occupations will be open to every farm boy.

Changes in agriculture will be rapid and those who fail to adjust to them will suffer. We shall have to work more and more with adults to help them keep abreast of the changing situation.

Farmers will be able to hold their own only thru effective organizations and shrewd political action. Somehow they will have to learn more about both than they know now. Teachers of vocational agriculture, the only workers in agricultural education at the level of the community, cannot fail to be alert regarding these matters if they have the interests of the farm people and of the nation sincerely at heart. Farmers' organizations and political movements must be kept in line with the public interest; no agency has a better chance than the public schools to emphasize the public interest in working with farmers.

It is likely that S1946 (the new vocational education bill) or something like it will be passed. This will give us a new charter for vocational education, as important in its potential effects as the original vocational education act which took us so far between the two world wars. Vocational education in agriculture is to be planned on a grand scale and teacher-training will have to be remodeled to fit the new plan. We are likely to have pretty adequate staffs and facilities for vocational education and for teacher-training. No longer shall we have to try to do the work of a man with the playthings of a boy.

Most of us are connected with land-grant colleges and universities. Until now these institutions in many states have had almost a monopoly of teacher-training. They cannot count on a permanent monopoly. If they do not do the job that awaits them, there are other ways of getting it done. In about a fourth of the states, the state boards for vocational education already have complete control of teacher-training, farming out to the colleges and universities such phases of it as they see fit. One state board is running a four-year college. Our administrative machinery in vocational education is such that at any time in any state the state board could take over teacher-training. Then there are the teachers colleges. In only three states are teachers colleges allowed to provide the complete training of teachers of vocational agriculture but in many other states these institutions would be glad to have the opportunity to train these teachers. Too many land-grant colleges have taken a dog-in-the-manger attitude toward the training of teachers of vocational agriculture. They insist that they be given a monopoly of teacher-training but they want to do as little about it as possible. Fortunately some of the institutions which have been worst in this respect are awakening to a new attitude. It is dangerous for us in the land-grant colleges and universities to assume that we do not have and could not have rivals.

The Product of Teacher-Training Which the Public Will Demand and Reward

Let us think for a few minutes about the kind of product the public will expect from our teacher-training institutions.

It is true that the public has not been too exacting in the past and that it has shown much too little discrimination between our good and our poor products. However, we have been long enough in this work to know in general the type of product the public prefers and will reward. Once a community has had a good teacher of agriculture, it hardly ever goes back to a poor teacher, if it can help it. Let me outline some of the characteristics which we at the University of Illinois hope to have as trade-marks of the teachers we prepare.

1. First of all, we want our teachers to be *educators* and to be proud to be regarded as such. We want them to see that the possibilities in educational work are so great that, whatever their talents, they can never fully realize them. We want them to believe, as we believe, that the

* Address given at the Annual Breakfast of 10-Year Teacher-Trainers in Agriculture, American Vocational Association Convention, Philadelphia, Pa., December 7, 1944.

public wants and will pay well for a real job of education. We want them to see the necessity for confining their efforts to education and to recognize that educational and noneducational activities do not mix well. We want them to know comprehensively about and to be devoted to the American public school system as one of the greatest American achievements whose possibilities have yet largely to be developed. We want them to be aware of the constant threats against the public school system and its greater development and to realize the important part they may play, as teachers of agriculture, in maintaining and increasing its prestige and its power for good in the rural communities of our nation.

2. Second, we want our men to be *broad-gauged*. We want them to be broadly interested in the wide field of agriculture. We want them trained in the social, as well as the natural sciences, related to agriculture. We want them to have vital recreational and cultural interests which enrich their own lives and unite them with humanity as a whole. We hope they will be able to speak and write effectively. We shall not be content with men who know only their animal husbandry and agronomy. We want them to see a farm as a whole and, if possible, to have managerial experience thru which they will learn the complicated interrelationships of the many parts of a farm. We want them to be much better prepared than they have been with respect to "the physical and mechanical aspects of agriculture." We want their interests, finally, to center on *life* on a farm and in a rural community, rather than upon *making a living* and we want them to see life on an individual farm or in a particular rural community as it is related to the whole of human life.

3. Third, we hope to train our teachers to *organize* and *administer* an *extensive program* of agricultural education within a community. Such a program will be designed for all who need education in agriculture, whether they be young or old, men or women, townspeople or farmers. To administer such a broad program, our teacher will have to have assistants, some of them professional men and some of them laymen. He will have to learn to plan his work carefully and to delegate responsibilities wisely. As an aid in preparing such a teacher, we need, as Prof. W. F. Stewart has recently suggested, a "blueprint" of the job of the modern teacher of agriculture which will suggest the activities which are really vital and which will delimit the job sufficiently so that an ordinary human being can perform it. While our new teacher of agriculture will have the broadest interests and sympathies and wide knowledge of a general sort, he will not be a "jack of all trades." He will be especially competent in certain fields but in many other fields he will direct the work of competent specialists.

4. Fourth, our teacher of agriculture will be a "*career man*." We shall not expect him to swear that he will never leave the teaching of agriculture, but we shall prepare him as tho this were the case and we shall expect him to act like a "career man" while he is in the field. This will imply, among other things, that he will be interested in his profession and active in his professional organizations, capable of continued professional growth, interested in having his work evaluated, and that he will seek and take criticism.

5. Fifth, he will be a *cooperator*. He will function as a part of a school system. He will be able to mix with *all kinds* of farmers: (members of the Farm Bureau, the Grange, the Farmers Union, and members of no farmers' organization; landlords, tenants, the rich and the poor; the well educated and the poorly educated.) He will work cooperatively with agricultural and agricultural education groups other than his own. I look for a closer articulation than we have ever had of the work of the U. S. Department of Agriculture, the agricultural colleges and their extension services, and that of our teachers of vocational agriculture. A teacher who cannot fit into a program involving *all* our agricultural groups will be out of step with the times into which we are coming.

The Nature of the Comprehensive Program of Teacher-Training We Must Develop

The teacher-training program of the future will apparently contain no new elements, but we can expect very extensive development of elements already in our program, often hardly more than in embryo.

1. We should start with much more systematic planning and evaluation of teacher-training. Some of us have given a lot of thought to planning and evaluation in connection with the programs of teachers of agriculture. It is time that we think more about evaluation as it applies to ourselves.

2. We shall for years face a shortage of teachers and of prospective teachers. We shall have to give unusual attention to recruiting prospective teachers, making sure in the process that our emphasis is upon guiding individuals toward the development of their highest possibilities, whether in our field or elsewhere, instead of upon inducing one and all to become teachers of agriculture. In our zeal to relieve the shortage of teachers, we must not forget what we learned before the war about selecting teachers and about rejecting the poorer candidates for teaching.

3. We have a good chance now to revise our curricula to provide, when we have students again, better four- and five-year programs than we had before the war. In these new curricula we must make adequate provision for general education, for balanced offerings in all of the principal agricultural fields, for more adequate professional training in education and in agricultural education, and for better provisions for practice in agricultural education.

4. The follow-up of first-year graduates should become a routine part of our job. Permanent approval as a teacher of agriculture should be withheld until after at least one year of supervised experience.

5. We must expect to give as much time to assisting approved and experienced teachers as we have been giving to the training of new teachers. This will involve holding conferences and short courses wherever and whenever they are most convenient for these teachers, the preparation and distribution of publications and teaching aids, and correspondence and consultation regarding individual professional problems. We may confidently expect that the colleges of agriculture will join us in providing assistance to teachers; it will probably become common for these colleges to provide one specialist for this purpose for each of the major subdivisions of an agricultural college.

6. We must be ready with assistance to communities and schools with agricultural departments, aiding administrators, boards of education, advisory councils, and others in planning and evaluating their programs of agricultural education.

7. Our graduate offerings will have to be extended to provide not only more and better courses for teachers, but courses for administrators, for teachers in junior colleges and other area schools, and for teachers of introductory courses in agriculture and agricultural education in the teachers colleges.

8. We are likely to have a chance to make some of the studies we have so long talked about making. Some of these will be "research" studies; some will be "service" studies. Each of us should have his own laboratory school, supported entirely from the funds of his own college or university, free to try any promising innovation, and under no obligation to make any direct contribution to the training of teachers.

9. Our studies and our other activities will lead to more and better publications. Each of us should have one or more series of publications to which additions are regularly made.

10. This broad program, which I have only sketched, will call for more clerical help than any of us have ever had available to us. One of the greatest advances we could make would be to provide the clerical assistance necessary to do our job well and to free ourselves for the parts of the job which we can do best.

Organization and Administration of the New Program

The task of organizing and administering this broadened program calls for a new type of head teacher-trainer. He will, unfortunately, have less time for teaching than he formerly had. He will have to free himself from any details. He will concern himself largely with the development of a guiding philosophy, with the evolution of policies, and the co-ordination of related activities. He will be a liason man among the members of his own staff and between his staff and the rest of the institution, the state-board staff, professional groups, the schools of the state, and the general public.

Some sort of working arrangement will have to be developed for providing that part of the job of training teachers of agriculture will be done in a college or division of education and another part in a college or division of agriculture. It seems to me to be unsound to submerge a department of agricultural education in a college of agriculture. There are tremendous benefits from having it a part of a college of education. (These statements are made after 18 years in such a department followed by six years in a department in a college of education.) However, a teacher-training program divorced entirely from the college of agriculture is likely to be a puny one. Various types of organization will be tried whereby teacher-training may be properly related to both colleges. Some of them will be better than others, but the important thing is the attitiude of the teacher-trainers themselves. If they wish to work out a cooperative arrangement, it can be done under almost any organizational pattern.

(Continued on page 67)

Supervision

LANO BARRON

Getting Reports In on Time

B. R. DENBIGH, Regional Supervisor, Los Angeles, Calif.

MOST individuals have an opportunity, more or less, to select the particular field of activity in which they plan to work. Most teachers of agriculture, having selected their occupation, enjoy their work as shown by their enthusiasm, loyalty, and long hours of labor.

But, as in other jobs, there are a few particular skills or duties that are not well liked and some which occasionally are even disagreeable. One phase of duties about which the teacher of agriculture cares little and at which he is notoriously inefficient, is keeping records and making reports. It is necessary in any business or responsible undertaking that records, accounts, and other details be kept in a regular and uniform style, always available for ready reference.

In general, from supervisor to teacher, it requires continuous effort on the part of the state office to get the necessary reports—whether state, federal, or local—and have them summarized and in the office on time. In California we have experienced difficulty getting reports in and summarized, as may be true in other states.

Some years ago, report forms were materially simplified and reduced, some even entirely eliminated. It was hoped by this change that it would be possible to get the required information with a minimum effort and use of time as well as to have them in on time. Even this did not materially help in solving the problem.

Finally, about three years ago, a plan was worked out which, while not perfect, does seem to work much better than any plan tried so far. In brief, the following program was set up in connection with all regular and standard reports from departments of agriculture, teachers, and Future Farmer chapters.

1. All report blank forms are included in a standard letter-sized manila folder, the folder being labeled for the specific school year. (It was decided to use the manila folder as a cover for the reports in order to assist the teachers in filing report forms.) Each fiscal year a separate folder of report forms is issued in order that a consecutive set of reports will be filed in each agricultural department.

2. All report forms are due on the first day of a calender month. (This uniform date was decided on in view of the fact that previous experience had taught us that a standard date such as the first of the month when bills come due, seems to be a logical date to require such material.)

3. All report forms are supplied in duplicate in the folder. (The teacher, by using a carbon, is able to make a duplicate copy of the record which he submits to his supervisor, thereby keeping a permanent record on file.)

4. These report folders are made up by the regional supervisor (California has seven) in order to fit the needs of the local school. (This is necessary because some departments will have more than one teacher, some will have small enrollment and others large enrollment, which might require more than one page of a report form.)

5. An instructional page, a sample, or recommendations are included in order to assist teachers in filling out each of the more difficult report forms.

6. Different colors are used in order to make report forms readily recognizable, and in order to separate them from instructional sheets. (In this way types of activities and individuals responsible for the different reports are more readily recognized. From the supervisor's point of view, it is very easy to separate and identify reports as they might come in with heavy mail or great quantities of other matter.) As each report is received in the supervisor's office, the date of receipt is stamped on the form. Thus it is possible to keep an annual record of the teachers' promptness or tardiness in submitting their reports.

After a report form is delinquent 10 days or two weeks, a post card reminder is sent to the teacher. At the regular monthly meetings of teachers of agriculture, the supervisor reads off the names of the delinquent departments. In a few cases of constant delinquency it is necessary for the supervisor to take up the matter with the local administrator.

7. A table of contents is included in the front of the folder showing the date on which each report form is due in the supervisor's office; from whom the report is due, such as teacher, department, chapter, or Future Farmer officer; the title of the report; the color; and the form number.

What Can We Offer the Top Teachers?

JIM BRIDGES, Teacher, Anton, Texas

WITHIN the past few years quite a number of teachers of vocational agriculture have been going to work for other agricultural agencies. Such changes have been brought about largely by the acute manpower shortage due to the war. Other agencies have also realized that great possibilities are vested in instructors of vocational agriculture because of their over-all development and training in technical agriculture, their intense specialization, and their knowledge of psychology of rural people.

No other type of work will develop an individual in the field of technical agriculture like having the responsibility of a well-rounded agricultural program in a community. This has been borne out by the fact that inexperienced men applying for jobs have been advised to teach vocational agriculture for two or three years before going into certain agricultural fields. Such experience would enable them to do the job more efficiently than if they started without it. These opinions certainly attest the ability of men in the field of vocational agriculture.

Naturally the top men in the vocational field are the men that other agencies want. These are the men they contact and, if contacted skillfully, another pasture may look a bit greener. Instructors of vocational agriculture should be made to realize more the advantages of their profession in contrast to other agencies. This can be brought about thru district and state meetings, teachers' conferences, and college courses.

Teachers of vocational agriculture should realize that they have the privilege of developing their own program according to the needs and desires of their own community. Such a privilege depends wholly upon the ability and the leadership of the individual. Such a privilege rests wholly with the instructor in charge and is not restricted by a set of rules and regulations handed down by superiors who are not familiar, many times, with all of the conditions on the local level. Teachers should be made to realize that appropriations for the field of vocational agriculture are as stable as appropriations for other agricultural work, and that the field of vocational teaching has weathered bad times as well as good times.

Proper education for correct agricultural thinking, farm and ranch management, and conservation of our land and natural resources is basic. This must be brought about with an educational program properly executed with the farm boy and his father.

The teacher of vocational agriculture must be reminded that there is no material advantage in changing to another agency from the standpoint of a better salary. Salaries now are equally as high as those of other agencies, and they also carry retirement benefits in many states. In some states an instructor of vocational agriculture may adequately carry on a private business such as farming or ranching in connection with his job if he so desires. In some instances this is even encouraged and looked upon with admiration by his community and coworkers.

Lastly, vocational teachers should be careful lest they are misinformed when other agencies are in need of men. Agencies seeking men are inclined naturally to present the good points of a position and withhold the bad.

From 1928 until 1937 the maximum number of American Farmer degrees that could be granted in any given year was 75. This restriction was removed in 1937 and state associations are now entitled to one American Farmer candidate for each 1,000 active members or major fraction thereof.

A man who is upset by criticism lacks the stuff of which leaders are made.

The New Role

(Continued from page 64)

In Illinois we shall have to rely upon about 10 other institutions, including five teachers colleges, to send us about half of our prospective teachers. We shall have to work closely with these other institutions in developing two years of appropriate introductory work which will be co-ordinated with the work we give.

As indicated by the description of the program to be undertaken, there will be need for at least five types of workers on the teacher-training staff:

1. An administrator
2. A staff in charge of the undergraduate program, including the supervisors of student teaching
3. A staff for research and graduate work
4. A staff of subject-matter specialists with backgrounds in the teaching of vocational agriculture
5. A staff devoted to professional training-in-service. Individuals might, of course, engage in more than one type of work at a time and some shifting about from one type of work to another would be desirable.

In addition to a staff for the training of teachers of vocational agriculture, I should like to have one or more persons devoted to agriculture as a subject of general education.

The machinery for making teacher-training policies should be rather complicated. At our institution four groups are involved:

1. A Committee on Training Teachers of Vocational Agriculture headed by the Associate Dean of Agriculture and including six representatives from the College of Agriculture (five of them department heads), and three representatives from the College of Education
2. The teacher-training staff
3. The staff of the State Board for Vocational Education
4. An advisory committee of the state association of teachers of vocational agriculture with several subcommittees.

Our important policies are approved by all four groups. The deans of agriculture and of education have thus far accepted these policies and have seen to carrying thru the institutional machinery the proposals for implementing them.

Some Steps We Must Take Soon in Preparing for the New Program

If we are to be ready when the war is over, there are important steps to be taken as soon as possible.

The new program must be approved by those concerned. Guiding policies for it and an adequate budget must be provided.

A second step is to secure and train the new personnel. You are well aware of the shortage of well-trained people for teacher-training positions. We have almost quit preparing people for teacher-training positions during the war. I should like to suggest, as a partial solution adapted to the Central Region, a regional summer school for teacher-trainers and supervisors to be rotated from institution to institution, which would utilize faculty members and others from anywhere in the Region and would also employ persons from outside the Region for special purposes. Such an arrangement would be especially helpful in preparing the large number of new supervisors of student teaching we shall need.

A third step, which we can take at any time, is to begin the revision of our teacher-training curricula and, more important, the revision of the individual courses which comprise it. This will involve bringing the faculty members who teach these courses in closer touch with vocational agriculture and those who teach it. A spontaneous movement along this line has developed recently in our own College of Agriculture.

Some Hurdles and Obstacles

The developments I hope to see will not, of course, be accomplished without difficulty. I should like to enumerate some of the probable hurdles and obstacles we shall encounter.

1. There will, of course, be the perennial "jockeying for power." Many agencies, in and out of our colleges, want to influence the training of teachers of vocational agriculture. The more important our task becomes the more people will want to share in it. ("Everybody wants to get in on the act.")
2. We still have to contend with the tremendous inertia of tradition in our colleges and the dominance in them of the teachers of the older subjects.
3. We may be handicapped in securing adequate funds because there is no special provision in S1946 for teacher-training.
4. Teacher-trainers have long been relegated to a minor part in our state and national professional organizations and they are having less and less to say about administrative policies in vocational education.
5. We are extremely handicapped in our research work because (a) we are dependent on busy teachers for most of the data, and (b) our administrative officials and our teachers often object to the publication of research findings which may be interpreted as being unfavorable to the program.
6. We lack a satisfactory organization of teacher-trainers and we have no special publication. We in the Central Region are beginning to do something about this. A special meeting for teacher-trainers was held in Chicago in August and an informal newsletter for the teacher-trainers in the Region is being projected.

Summary and Addenda

I will summarize and supplement what I have said in a few concluding statements:

1. We face a new era, very different from the old era.
2. We seem finally to be coming to grips with the great task we assumed a generation ago of providing, with the help of the colleges of agriculture, the pre-service and in-service training of some six million farmers. We are likely, for the first time, to have the money, the men, and the tools we shall need for this undertaking.
3. There will be unprecedented rewards for those of us who can fit into this larger program, but some of us will go under because we shall be unequal to the new demands.
4. We have in our returning veterans a vast reservoir of potential teachers. Our progress during the next decade will depend upon our ability to attract and hold enough of them for our field. Our field has much to offer them. We in teacher-training, who will have most of the early contacts with them, will have to see to it that we present it to them in such a way that they will be attracted by it. We shall be dealing with mature men, grim realists, who feel that they have already lost an important part of their lives and who propose to lose no time in trivial enterprises. These men will come back to us with a far better knowledge of the *world* than any previous students and teachers we have had. Their judgment of our program is likely to be very, very critical. Our rural communities need these men in their schools; it is up to us to see that they get them. (One of our greatest privileges in the years ahead will be to help re-establish hundreds of these veterans as teachers of vocational agriculture.)
5. The war has given adult education in agriculture a great impetus. We must not lose the gains we have made. The training of teachers of adults must become as important to us as the training of children has been.
6. We have a chance in the 10 years following the war to make agricultural education nearly universal in the schools which should have it. If we fail to make it so, it will be largely because we have not provided *enough satisfactory* teachers. The whole future of agricultural education in the public schools of America depends on the way we in teacher-training do our jobs in the next 10 years.

Articulation

(Continued from page 63)

Agricultural Arts

Before the learner reaches the period of the arts, he is teeming with experience which urges him to planned activity. The accomplishments of the farm boy or girl are beyond our comprehension. He not only has had experience with a host of living things, with instruments and implements of rural and farm life, with people who do all sorts of things, but he himself is self-active and skillful. He drives horses and automobiles. He milks cows and separates milk. He feeds the hens and constructs equipment for them. He conducts projects and manages them. He knows with keener vision what he glimpsed during preschool and elementary years. He is an explorer, a performer by choice, an experimenter, and an artist. Directed wisely by a .good teacher, he is ready for bigger things.

Vocational-Technical Skills and Knowledge

Still gaining insights and practical skills in the senior department and the technical institute, he plans a farming program in a man-sized way and on a scientific and technical basis. He broadens his vocational outlook to include related English, science, social studies, and values their contribution to the higher levels of the vocation. He approaches farming with a scientific attitude, and leads ahead to full-time operation; new insights, unlimited practical applications and scientific understanding.

Can we help youth articulate thru these stages without confusing them? Let us define our objectives more carefully, select the content of instruction more wisely, and check the results more accurately than we have been doing!

Methods of Teaching

G. P. DEYOE

A Community Sheep Program Makes Good Teaching Possible

CURTIS SANDERS, Teacher, Berry, Kentucky

Curtis Sanders

MUCH of the farm land in the section of Harrison County which is served by the Berry school is too hilly for plowing. For the past several years the Berry Department of Vocational Agriculture has worked toward the objectives of improving pastures, reducing soil erosion, increasing the number and quality of livestock, and reducing the acreage in cultivated crops.

Analyzing Farm Needs and Resources

In launching the program, farmers were led to see that if they could make a satisfactory farm income with more livestock and fewer cultivated crops, it would be better for them, better for the land, and better for their sons and daughters who would farm the land after them.

Burley tobacco is the chief cash crop in this community. Since tobacco requires little labor from January until April, the busy season with sheep, the two enterprises make a good combination. In addition most of Kentucky's sheep are sheltered and lambed in tobacco barns so that no additional housing is necessary.

Two factors have been kept in mind in developing the sheep program. First, the farms need more sheep. Second, if the farmers are to succeed with sheep, they must be taught good practices in sheep raising. Thus the *method* of teaching, whether with all-day boys, young farmers, or adult farmers, was determined by and based upon the approved practices which should be carried out with sheep. Before a job was done or an approved practice carried out, the matter was dealt with in class, or individually in some cases, to find out what should be done and why.

Basing Instruction on the Sheep Program

Supervised farming with the sheep enterprise was made a teaching and learning process from beginning to end. Classes discussed what kind of ewes to secure, before purchases were made; how to flush and prepare flocks for breeding, before the breeding season arrived; and how to feed and care for the ewes at lambing, before the lambs began to come.

All-day boys, of course, and to some extent young farmers, made use of references in the classroom. Similar references were made available to adult farmers. The department's library and equipment were available to all.

Field trips and demonstrations were a part of the total instructional program. Cooperative effort was taught, encouraged and practiced.

A brief review of some phases of the program and the results secured may be of interest.

Boys are encouraged to include sheep in their farming programs provided:

1. The farm can supply the necessary pasture and roughage.
2. The sheep project fits into the home-farm program and will not interfere with the father's farming operations.
3. The boy agrees to carry out approved practices with the sheep.
4. The boy likes to work with sheep or feels sure he would like to learn the sheep business.

The sheep program carried out in the community is based on the sheep improvement program recommended by the College of Agriculture at the University of Kentucky. Hampshire-cross, western yearling ewes are used to produce commercial spring lambs. Enough farmers and boys are encouraged to have registered Southdowns to produce the rams needed. The feeding and management practices carried out are in line with the improvement program of the College. For example, phenothiazine is needed to control internal parasites. For the first year or two, ewes were purchased from central Kentucky stockmen. Since 1942, practically all ewes have been purchased thru the Kentucky Future Farmers Cooperative (Incorporated). This has enabled boys to get ewes of the best quality at the lowest possible cost.

Most of the all-day boys buy their ewes with money earned from other projects. Some borrow from their parents. The local bank is glad to lend money to any boys who need it to buy ewes. Almost every boy who has borrowed money during the past several years has repaid the loan from the first crop of lambs and wool.

Providing Dipping Facilities Cooperatively

By working cooperatively, the Future Farmers have helped organize the farmers and build seven dipping vats which are operated on a cooperative basis. Between two and three thousand sheep are dipped annually at an average cost of 1.3 cents per head.

The following sample notice is sent to all farmers of the community just prior to the dipping season:

DIP SHEEP

BERRY COOPERATIVE DIPPING VAT

May 29 thru June 1

MEMBERS DIP

Wednesday and Thursday, May 29–30

NONMEMBERS DIP

Thursday, Friday, and Saturday, May 30–31, June 1

(5 cents per head for nonmembers' sheep)

Co-oper's Dip will be used. This dip is recommended by the USDA and the University of Kentucky and is the best dip for all external parasites.

Arrangements for dipping can be made with Mr. Ed. McNees or Curtis M. Sanders, teacher of agriculture.

(Sponsored by the Future Farmers of Berry High School)

The following clipping from a Harrison County paper reports activities of four of the seven cooperative vats and gives an idea of the scope of a part of the parasite-control program:

James Cloe of Berry, Kentucky, with part of his flock of purebred Southdown ewes. Flocks like this produce purebred rams which are used on Hampshire-cross, western ewes

FARMERS PLAN TO DIP SHEEP

Many Sheep Will Be Dipped in Four County Cooperative Vats

(Billy Bell, F.F.A. Reporter)

The sheepmen in four different cooperative groups around Berry are planning to dip their sheep on the following dates:

Berry, June 5–7, Welborn Adams, Mgr.
Casey's Mill, June 9–10, Hays Winkle, Mgr.
Robinson, June 10–11, Jack Garnett, Mgr.
Boyd, June 12–13, Herbert Bell, Mgr.

The Berry vat has been used for four years, and the other vats were started last summer. A total of 4,854 sheep have been dipped in these vats; last summer led all others with 2,570 sheep. Each member pays his share of the cost of dipping, 1 cent to 4 cents, depending on the number of sheep dipped. Nonmembers can dip their sheep at a cost of 5 cents per head.

The members of the above groups are: (Names omitted).

The farmers in northwest Harrison County have found that an increase in wool is only one of the advantages of dipping. The ewes are not feeding a number of external parasites and can use all of their feed to make more milk for the lambs. The more experienced sheepmen understand this, but it is a pleasant surprise for the farmers to find that their lambs are much improved the year following the first dipping.

Evaluating Outcomes

Most of the boys have a fifty-fifty partnership with their fathers. A large flock with a fifty-fifty ownership agreement has proved more satisfactory than full ownership of a smaller number of ewes. In addition to the fifty-fifty partnerships, five boys now have full ownership of 70 ewes and five rams, and three boys have one-third interest in 230 ewes and nine rams. All rams are registered. Six young men have registered Southdown flocks and sell rams to farmers in Harrison and adjoining counties.

The production of spring lambs is more than just another farm project in the Berry community. The boys, their fathers, and neighbors have learned that improved practices with sheep pay big dividends. Most ewes gross better than $15 per ewe, the average being around $17. One ewe, producing triplets, grossed $32.40.

Nearly 3,200 Hampshire-cross, western ewes and 107 registered Southdown rams have been brought in by the department to replace native ewes and scrub bucks.

The boys build much of their equipment in the school shop, such as hayracks, grain troughs, lambing pens, and covered salt boxes. Some of the boys also helped on Saturdays and at nights to build equipment for their fathers' flocks.

Part of the credit for the increase in legumes and small grains belongs to the sheep program. In the past seven years the small-grain acreage has been more than doubled, and the legume acreage has been increased more than fourfold.

Good teaching and a community-wide improvement project makes better farming and farm living.

Forest and Marvin Million of Berry, Kentucky, with their flock of 80 ewes which they own in partnership with their parents. These are Hampshire-cross, western ewes. Purebred Southdown rams are used in the flock

Keeping in Step in 1945

H. B. TAYLOR, Teacher-Trainer, Purdue University

"I NEVER discuss tractors with my boys because they know more about tractors than I do!"

"The good farmers in my community are much better informed about new developments in agriculture than I am!"

"Why can't we teachers of vocational agriculture have some meetings with the University specialists so that we may brush up on the lastest practices in good farming?" . . .

These and similar comments came from some of the good teachers in Indiana and served as a stimulus to the arrangement of series of farm practice forums or clinics for the teachers of vocational agriculture in central and southeastern Indiana. As we wanted the best discussion leaders for this job that it was possible to get, we naturally turned to recognized specialists from Purdue Univeristy in the fields in which we were interested. Thru the splendid cooperation of our state supervisor of agricultural education, Harry F. Ainsworth, and our Associate Director of Extension, L. E. Hoffman, these outstanding University specialists were selected to hold a series of Farm Practice Forums with Indiana teachers of vocational agriculture: J. Carroll Bottum, Extension Specialist in Agrucultural Economics, Russell Shipman, Extension Specialist in Agricultural Engineering, Henry Mayo, Extension Specialist in Animal Husbandry, and C. R. Donham, Head of the Department of Veterinary Science.

Three series of farm practice forums have already been held: Agricultural Economics, Farm Machinery, and Sheep Shearing. With the exception of Sheep Shearing, each of the forums was strictly an informal discussion. We met from 4 o'clock in the afternoon until 9 or 10 o'clock at night. Each of the meetings was presided over by the district director of teachers of vocational agriculture. The subject matter specialist, as forum leader, first presented the material that he believed would be of most value to the teachers. Usually a discussion followed and the forum leader had no further doubts as to the kind of information the teachers wanted.

About 6 o'clock the meeting was adjourned for dinner arranged by the host teacher. Some very fine social hours were thus spent together, even tho in a number on instances the forum discussion carried right thru the dinner hour. After dinner the forum was resumed until final adjournment.

The subject matter presented and discussed in these forums varied widely within each special field, from questions very technical in nature to which the specialists had no answers, to very commonplace questions which most farm boys could discuss intelligently. This is not surprising, of course, to anyone familiar with agriculture. The field is so termendously broad that few teachers ever become proficient in all of its phases. Many teachers have had no farming experience since their high-school days. Even at that time they were not experienced in a number of important farm jobs. Planting corn is a good example of a job that few teachers have ever done. Then, too, many methods of doing farm work have changed in recent years. A large number of teachers have never operated a combine or a corn-picker or even a row-type tractor. So, it is easy to see that the teachers do need to spend some time with subject matter specialists not only to learn the new practices that have been developed, but also to learn more about the old practices that are still good.

Our first series of forums was lead by Professor Bottum. The main topics for discussion as they developed in the meetings were: (1) outlook, both short- and long-time, (2) postwar problems in agriculture, (3) farm organization, and (4) principles of good farm management.

One of the most interesting incidents in the entire schedule developed in one of the forums in agricultural economics. Professor Bottum was discussing livestock cycles and their relationship to farm organization and principles of good farm management. He reviewed the beef cattle cycle, its length, and our present position in it. He then discussed the horse cycle and indicated our present position as being at about the peak in numbers and at the bottom of the price cycle. At this point there was considerable discussion by the teachers of the cheap prices being paid for horses in their respective communities, all of which led Professor Bottum to predict that in 10 to 12 years horses would again become relatively high in price. This prediction was accepted by most of the teachers as a likely possibility, altho one offered to bet a good hat that the price of horses

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Farming Programs

C. L. ANGERER

Growing Into Farming

W. R. MOSELEY, Teacher, Forsyth, Georgia

IN MY opinion, the best measure of effectiveness of a teacher of vocational agriculture is the number of his trainees who become successful farmers. Maybe it isn't quite fair now with war conditions as they are to check too closely on us, but now is a good time to stake down a few all-day boys to an obligation which will demand their attention when they return from military duty.

Some good people, whose interests are more or less tied up in making money, question the wisdom of establishing boys on the farm. They feel the business world offers more money and more pleasure with a better standard of living, and that boys should not be encouraged to follow such a "low-income" life. No boy should be encouraged to follow an occupation he does not want to follow. But I do think boys should be encouraged to enter wholesome vocations that they themselves really want to follow. No vocation offered to the human race is more wholesome than farming. This is no "dream" statement. Whittier made evening on the farm beautiful. Politicians tell the farmer he is the backbone of the nation. The real reason a boy should follow the vocation of farming is because he wants that mode of living.

Boys should be encouraged to farm when they have the physical facilities at home to become good farmers. Boys who live in urban areas with no farm background, no land, tools or other needed facilities, seldom make substantial farmers. Their families are not familiar with farm operations and have no way of offering their boys much assistance in this occupation. Of course, there are some boys who live in semiurban areas who can profit by having a small project in poultry or a good home garden. And too, we may have in the South a number of part-time farmers near industrial areas. When a boy from this group is enrolled, the fact that he probably will not become an established, full-time farmer should be kept in mind during the entire training period.

It is obvious that a teacher of vocational agriculture, in making his plans for training farm boys, should bear in mind that he is preparing boys to do successful farming. To do this requires planning with boys and their parents and maintaining an interest in the program on their farm. I never thought a Future Farmer who claimed the family milk cow or the family porker could ever have much interest in his program in vocational agriculture. These boys must be given an equity in the total farm plans for their home farm. Of course, they must have time left to go to school, but they need a farming program that demands their best efforts.

Larry Bush in our chapter put on real farmers' clothes when he bid off a registered Guernsey heifer at the annual Georgia Guernsey Cattle Sale at Forsyth this year. Larry reached down in his own pocket and pulled out $165 in cash for this heifer. It was money he, himself, has made from his projects his first two years in agriculture. Two other members of the Mary Persons F.F.A. Chapter know where the money came from to pay for the dairy cows in their projects, too. Charles Benson borrowed $500 at the Farmers' Bank in Forsyth to buy five head of dairy cows. Bartow Potts borrowed $280 to buy three dairy cows. Their fathers are both dairymen. They put these cows in their fathers' herds and in nine months the notes at the bank were paid. They met the obligations themselves because they were obligated to do do. The signature of each boy was the only one on the notes.

Learning to meet all kinds of obligations is a big part of the training of Future Farmers. Billy Bennett, the newly elected president of his F.F.A. chapter, owns 15 head of dairy cattle. He has five head of registered Jerseys. His father loaned him the money to pay for them, but Billy has had to pay it back. Now they are Billy's cows. He's responsible for them. He puts them in the home herd, but Billy gets the income from them.

Many other boys have similar stories. Alvah Childs in one of our most enthusiastic boys. Along with three other boys, he has his own cows and his father's on test. Alvah now has only two head of registered Jerseys, but he plans to develop a herd of not less than 100 milkers which may take some 150 head of cows. Alvah has good facilities now but he has planned definitely to install some additional, up-to-date equipment. This is evidence of his determination to make good on the farm.

Planning Is Important

Ben Spear's story is a good example of planning. Ben's father is a dairyman and a good one. When Ben enrolled in agriculture in the eighth grade, he, his father, and I arranged his program. This comprised (a) Eight head of baby dairy calves, (b) Five acres of corn for feed, (c) One and one-half acres hay for feed, (d) One and one-half acres wheat for feed, and (e) Six acres of pasture improvement. It was understood that Ben would take the calves when they were born and raise them for himself. Ben closed in a shelter by the barn and built calf stalls. Next year Ben enlarged his program. Now he is completing his third year of high school. Two of his "calves" now have calves. Ben is shipping 10 gallons of milk daily now. He plans to continue to enlarge his operations. His father has taken him into the farm business. Ben smiled broadly when asked how much his milk check was this month.

The 29 members of the Mary Persons F.F.A. Chapter have $21,913, or an average of $755.62 per boy, invested in farming. With most people their main interest lies where their money is.

Of course, I'm not sure how many of these boys will live on a farm and become successful farmers. Wouldn't it be a little strange to think that Larry Bush would spend his last dollar for a registered heifer and go into public work, or that Charles Benson would work hard to pay back $500 at the bank and then not become a farmer? These boys want to farm. They have the farm background and the facilities to get started, and their fathers want them in business with them.

Larry Bush of the Forsyth, Georgia, chapter feeding his broilers in a shop-constructed brooder. W. R. Moseley, teacher, also has his eye on the broilers and wonders "when will they be ripe?"

Group Projects As a Device for Creating Interest and Providing Pupil Participation

BIRON E. DECKER, County Vocational Adviser, Erie County, Pennsylvania

Biron E. Decker

IT IS assumed that the pupil cannot be taught if he is not interested in what the teacher is attempting to teach. It is also assumed that a skillful teacher will find it possible to help the pupils become interested in farming enterprises in which they formerly were not interested. Not all of the pupils have equal opportunity on the home farm, and not all of the home farms are adequately equipped and managed to supply all of the facilities for a satisfactory farming program. Occasionally pupils are not permitted by the parents to have the kind of farming program they choose to conduct. If teachers of agriculture agree with the assumptions stated, there is need to plan a program which will provide for the opportunities which every pupil should experience during his four years in vocational agriculture.

Boy Interested in Own Problems

Every boy is interested in his personal problems. He is naturally interested in making a beginning in farming. If personal problems are conveniently arranged for him, he will become interested in almost any type of farming. It is largely a guidance job for the teacher to lead the boy and help him discover interesting and profitable ways to earn and save money. An example of how one beginning teacher recognized this problem and how he solved it thru the organization of a group project to be conducted by boys in a newly organized department of vocational agriculture, may prove interesting.

Apple Orchard Group Project

C. J. Kell, Jr. was employed to teach vocational agriculture at Fairview, Pennsylvania. He assumed his responsibilities enthusiastically. Soon he recognized the need for a course of study in fruit growing because his school was in a specialized horticultural section. The boys were not interested in apples as a farming program because it takes too many years to develop an orchard. How could a boy expect to get started in fruit farming when he needed cash and there would not be a cash crop for at least 10 years? Mr. Kell had the answer. Apparently none of the boys was interested in fruit growing—as indicated by the list of projects selected by the boys for their initial effort.

One day Kell started a discussion about fruit growing and how their Future Farmer chapter might finance the program. Before the discussion ended, one of the pupils stated that there was an orchard near the high school which the owner had neglected, and it might be possible to take over this orchard on a contract bases. This was the statement Kell was "fishing" for. He knew about the orchard, but he could not properly take credit for the idea and expect the boys to feel that they had made the discovery. Discussions led to a conclusion —someone should talk to the owner and secure terms for a lease on the orchard. Already the boys were thinking constructively. They had studied possibilities of making money for the F.F.A. The teacher had this item in mind too, but he was also thinking about the teaching possibilities which the new venture offered. One thing was evident, and it was the greatest asset thus far acquired—interest was aroused and the boys were ready to learn. The mind was set. Now it would be possible to guide and teach the boys.

Five-Year Lease on Orchard

A lease was prepared and signed by the parties concerned. The F.F.A. was set up in business. The landowner would pay the taxes on the orchard of 81 trees. The vocational boys would manage the orchard, do all of the work, and pay 25 percent of the cash received for No. 1 packed fruit as annual rental. Cash received for culls and fallen apples plus any small fruit or vegetables raised on the land were the property of the F.F.A. —the boys. It was not a wordy document which only a lawyer could understand, but it was legal.

"Learning by Doing"

The orchard consisted of 81 trees which had not been pruned for 14 years, almost the age of the orchard. Brush and weeds had taken over the space between the apple trees.

The boys learned many interesting things about pruning. They read books, but they spent most of their time in the orchard. The teaching procedure was on a practical doing level, while reading was minimized—exactly the reverse of poorly conducted classes in vocational agriculture.

Brush and weeds cloaked the area between the trees

The boys were unable to spray the orchard the first year because the season was late and, as a result of war restrictions, equipment was not available. The work was confined to getting organized and reconditioning the orchard.

After brush and weeds were removed and the trees were pruned

As soon as the snow and severe cold weather cleared early in the second season after the boys took over the orchard, business moved rapidly. It is a long story. Only a few of the details need be mentioned here. Of major importance is the fact that teaching procedures were now different. It was no longer necessary to decide what to do. It was necessary to decide how and when to do all of the essential jobs. There was always a right and a wrong way; therefore some classroom work was essential. Much of this bookwork was handled during the winter months. There was no time for bookwork when the weather cleared. The boys and their teacher were always dressed for the job at hand, and it was not an office job. The classroom was usually void of boys.

The spraying job was accomplished by a cooperative plan whereby a local farmer allowed the boys to use his tractor and spraying equipment in return for labor which the group provided. Five applications of spray were made. Two early sprays were missed due to circumstances beyond control.

The trees were well preserved and indications pointed to a heavy crop. Some thinning was necessary; in trees which were not thinned the fruit was small. Spraying was successful. There were no larvae in the apples, and the fruit was free from diseases.

Harvesting

Harvesting was a big job, and it was necessary to do it while school was in session. Possibly the greatest and most interesting phase of the work faced the boys. Baskets had to be bought. Picking and grading had to be learned and properly carried out. Packed fruit must be sold. There were storage problems. Cull fruit should be converted into cash if possible. All of these jobs were handled speedily and wisely. Having disposed of the major crop of first-grade fruit, the boys turned their effort to the culls and fallen fruit.

They borrowed a cider press, and a local farmer supplied a small tractor which the chapter now owns. Few apples were lost. The community bought over 700 gallons of cider made by the pupils. Much of it was sold at a roadside stand where apples were sold also. At times it seemed as tho the job of gaining an education in producing and marketing fruit was going far beyond the learning stage, but then this, too, was educational. There was sufficient interest to complete the job and without criticism from the boys.

(Continued on page 77)

WATSON ARMSTRONG

Farmer Classes

W. H. MARTIN

Training Young Farmers for Postwar Living

S. C. HULSLANDER, Vocational Education Adviser, Tunkhannock, Pennsylvania

S. C. Hulslander

IN THESE days of rapid change, new ideas and conflicting opinions concerning economic and social opportunities, privileges, and responsibilities of individuals and groups, it is fitting that we analyze our program of vocational agriculture to determine its effectiveness in meeting the needs for which it was founded. Each aspect of the program of vocational agriculture should be carefully scrutinized to determine functioning values in relation to specific purposes and to ascertain whether all phases blend into a total program of continuity and relationship that will best meet the needs of persons being served.

Young farmer classes are an important aspect of vocational agriculture. In many instances the impact of war on vocational agriculture has created confusion in the minds of teachers of agriculture as to the place and purpose of young farmers in their present program. The rapid growth of the FPWT program, bringing adult farmers and young farmers together in practical training experiences, has tended to remove the lines of distinction of young farmer groups. In general, the adult wartime instruction in vocational agriculture has been more effective than similar instruction of prewar days. We have been face to face with wartime problems in agriculture, calling for immediate practical solution. Many of the old ways of doing things have been discarded to make possible a practical program of "learning by doing" instruction to meet these problems. Young farmers receiving such training have benefitted by the change to a more practical program. In retrospect, it may be stated that the wartime training which these young farmers are now receiving constitutes a series of "Emergency Meetings" as outlined by Dr. R. W. Gregory of the United States Office of Education, in his recommended year-round program of instruction for young farmers.

A functioning and effective program of vocational education in agriculture for young farmers is up-to-date with their needs and their rapidly changing environment. Such a program is built upon the experiences of the past, activities of the present, and plans for the future.

Reflecting upon past experiences, it is interesting to note the objectives of young farmer instruction developed in Pennsylvania in 1938. They were:

1. To assist out-of-school farm youth in becoming established in the business of farming.
2. To assist out-of-school young farmers in developing and improving a remunerative farm program until they become established in farming.
3. To provide out-of-school youth with further training in agriculture.
4. To improve the civic ability of young farmers in the community.
5. To develop the ability to cooperate in the community.
6. To promote and develop abilities to establish and maintain better homes and farmsteads in the community.
7. To develop better family relationships.
8. To develop an understanding of national problems in agriculture.

To carry out these objectives, instruction in productive farm enterprises, farm mechanics, economic farm problems, sociological problems, farm and home improvement, and related problems, including applied English, mathematics, farm law, reading and farm home activities were included in the young farmer program. In many instances young farm men and women were organized into effective groups for joint instruction with well-planned programs designed to provide activities of interest to the combined membership as well as for each group. At the close of this article is the program for November from a typical prewar year-round program of a combined group.

Prewar adjustment problems of young farmers have given way to immediate production and conservation problems emphasized by the war. Young farmers, who have not entered the military service, find themselves facing agricultural and life problems which must be met now! Their chief interests deal with their present occupation rather than with problems of future establishment. To a certain extent they are "established" for the duration. This does not infer, however, that wartime training received by young farmers will not aid them in becoming established during the postwar period in the farming occupation of their choice. Learning how to properly operate, maintain, adjust, and repair farm machinery and equipment, is a prerequisite in keeping down production costs. Practical wartime training to increase the production of farm products is effective in the life of the young farmer because he has immediate need for such training. This training will be helpful in establishing him on his farm of tomorrow. "Learning by doing" experiences in the production, conservation, and processing of food for family use provides young farmers with essential training in an important phase of farm family living. It is observed that effective instruction in young farmer classes includes a maximum amount of productive activity and a minimum amount of theoretical presentations. In this respect the FPWT program has served to emphasize practical instruction for young farmers by providing equipment and facilities necessary for effective development of skills and managerial abilities in the production of farm commodities; in the conservation of farm equipment and facilities; and in providing an adequate farm family food supply.

In the postwar period when young farmer groups again attain their distinctiveness in the program in vocational agriculture, what shall be the pattern for their training? A logical answer is that we should glean from our prewar and wartime experiences the most desirable instructional procedures and content, for incorporation into the young farmer program. "Learning by doing" will continue as the underlying principle of all instructional activity. Participating experiences by enrollees in organizing, planning and conducting their instructional program, will be identified with successful young farmer classes. This suggests well-organized groups with carefully selected officers, functioning committees, and individual member activities. Cooperative programs between young farmer groups and young farm women groups will facilitate well-rounded instruction in farm family living. Learning will take place as enrollees participate in actual life problems and situations. Absent in effective young farmer classes will be formal conventional classroom procedures with academic approaches to hypothetical problems; a formal pedagogical atmosphere, and dictating policies! Individual instruction will take place on the farms and in the homes of young farmers, as teachers counsel, advise and solve with them their frequent and varied problems.

Instructional content in young farmer classes based upon needs of enrollees will undoubtedly include the same course areas as in the prewar period but with greater emphasis upon conservation of farm resources and working materials, family living, and leadership training.

Soil, water, and woodland conservation and conservation of farm machines and equipment are broad farm problems, the successful solution of which spells progress on the road to successful establishment in farming. Instruction in the proper maintenance, operation and repair of farm and home equipment and the construction of necessary articles for the farm may well occupy a definite place in the instructional program.

Practical instruction in farm family living offers excellent possibilities for joint programs between young farmer and young farm women groups. If the farm business and the farm home are considered inseparable, if the farm family is the cooperative unit for the management and operation of the farm and home business, then problems of the farm and home should be of mutual interest to all members of the farm family. Instruction for joint groups may well include problems in the production, distribution, and conservation of farm products and resources; cooperative planning

in farm family credit, savings, and expenditures; adjusting family demands to income; cooperative farm management activities; nutrition; sanitation; social life; farm and home improvement; and the production, processing, and preserving of food for family use. The community cannery with well-organized related instruction on food will serve as an important factor in the farm family living program.

Applied leadership training experiences will logically become a part of the instructional content where young farmers are organized as a group. Leadership training includes an opportunity for experience in self expression. This demands that information and activities in public speaking, writing business letters, sending telegrams, and handling communications be included in the program. Opportunities for experience in the proper planning and conducting of meetings is a vital part of successful leadership training. Practice in accepted parliamentary procedure, committee work, conduct of discussions, keeping organization records, building and carrying out a program of work, and planning meetings, are important activities to include in leadership training. Effective leadership training provides an opportunity for enrollees to receive information and experience in planning and carrying out a sound system of group financing. Activities emphasizing the proper keeping of records and financial accounts and sound ways and means for financing group activities, are important items to consider when planning a program of effective leadership training.

An opportunity to receive experience and information in desirable public relations should be afforded the leadership trainee. Participating activities including writing for print, planning and participating on radio programs, relationship with adults, and meeting the public with an understanding of their manners and customs, are appropriate public relations activities. Functioning leadership training provides opportunities for enrollees to receive inspiration and challenges them to play an active role in their organizations. Activities and information clearly setting forth achievements and possibilities of farm organizations, and information on developing wholesome qualities of leadership, including a personal self-analysis of leadership qualities and applied psychological principles dealing with human beings, should be emphasized. The religious phase of living should be included in well-selected participating activities. Good health habits, sportsmanship, and clean-cut competition can be effectively developed thru a well-organized recreational program.

"Adjustment" training for young farmers in the postwar period will assume greater proportions than in the past, due to the many dislocations and changes of young farmers and their new ideas and ways of thinking brought about by the war. In addition to the young farmer who has remained on the farm during the war, we will have returning veterans and returning wartime industrial workers who desire to make farming their lifetime occupation. They will need training which will definitely and quickly assist them in the attainment of their objective. Teachers of agriculture should plan now a well-organized instructional program to meet their needs.

Keeping in Step in 1945

(Continued from page 69)

would never be any higher than at the present time.

The second series of forums was lead by Professor Shipman. The topics for discussion varied somewhat among groups but, for the most part, they were (1) operation, care, and minor adjustments of farm tractors, (2) the use of laborsaving devices, (3) new developments in the methods of harvesting hay, and (4) operation and adjustments of corn planters, breaking plows, combines, and cornpickers. About one-half of the time was spent on tractors.

Did you ever try to shear sheep? Our third series was set up to give teachers some training in this age-old art with Henry Mayo as the leader. Professor Mayo has done much to improve the sheep industry in Indiana, and he believes that proper tagging and shearing are very important in flock management. Our sheep shearing meetings started at 2 o'clock and lasted until about 8 o'clock. The general procedure was about as follows:

Professor Mayo first demonstrated by shearing one or two sheep. Then the teachers started shearing and he helped them at various times so that neither they nor the sheep became exhausted. Only three sets of Shearmasters were used in each meeting. After the first try at shearing most of the teachers were more than glad to spend a part of the time observing and resting. To develop a skill of this kind, of course, requires more time and practice than these teachers were able to get in one afternoon. Those who had never sheared before, however, did learn the holding positions for shearing and something about the "feel" of the machines. The teachers who had already sheared a few sheep were able to correct some of their improper methods and so were able to do faster and smoother work before the day was over. The largest number of sheep sheared at one meeting was 45 head.

The series of forums on Veterinary Farm Practice with Dr. C. R. Donham, head of the department of veterinary science at Purdue University, will be held the last of this month. We anticipate a lot of worthwhile discussion on veterinary problems in Indiana from this series. Our teachers of vocational agriculture are eager to learn more about the control of animal diseases that are or might become a part of their responsibility as leaders in their respective communities.

Booster for F.F.A.

The American Farm Youth Magazine published at Danville, Illinois, is a strong booster for the F.F.A. A recent news release, summarizing space devoted to F.F.A. activities for the preceding nine months period, shows that items have been published from 40 states, over 200 inches from three states with Kansas leading with 243 inches. Nine states contributed items pertaining to the N.F.A. The national and all state associations undoubtedly appreciate highly this service to the Future Farmers of America.

Sample monthly teaching program for courses for young farmers and homemakers

Month		Unit Courses Intensified Study		Group Organization Meetings		General Unit Courses		Special Activities		Emergency Meetings	
		Agric.	Homemaking	Agric.	Homemaking	Agric.	Homemaking	Agric.	Homemaking	Agric.	Homemaking
Nov.	1							Trip to South Jersey Insemination Experiment			
	2		The background of the room								
	6	Producing homegrown feeds									
	9		Selection of rugs			Fitting room tools					
	13	Getting the most for our money when buying dairy feeds									
	16						Canning meat				
	20	Feeding cows efficiently									
	23						Making sausage				
	27			Living within our incomes	Living within our incomes						

Studies and Investigations

E. B. KNIGHT

The Validity of Counseling by Teachers

RALPH E. BENDER, Supervising Teacher, Ohio State University, Columbus,
and
JOHN B. McCLELLAND, Teacher Education, Iowa State College, Ames

Ralph E. Bender

John B. McClelland

THE junior author, who is a supervising teacher of vocational agriculture, undertook an investigation of the guidance and counseling of pupils in his junior-senior class. As a part of the investigation, conclusions were made by the teacher and by the Columbus, Ohio, Counseling Bureau concerning the occupational choices and the further education to be encouraged in the case of each member of the class. A follow-up study was made four years later of the employment and further education of the former class members.

The investigation was limited to 13 pupils who represented the entire enrollment in the junior-senior class in vocational agriculture in the high school at Canal Winchester during the school year, 1937–1938. All of the boys of this class lived on farms, but in six of the 13 cases the farms included less than 25 acres and the farming was conducted on a part-time basis. None of the 13 pupils had taken a course in occupations or guidance.

Prior to the time that the investigation was begun, this teacher had taken no college courses in guidance and had made no special study of the subject. However, during his four years of experience as a teacher of vocational agriculture preceding the time the study was started he had counseled and selected students for his course and had guided boys in the selection of long-time farming programs. In some cases the teacher had discussed with boys and their parents guidance problems such as opportunities in farming and opportunities open to those who enroll in colleges of agriculture.

Don Prosser, the Director of the Columbus Counseling Bureau, became interested in the investigation and made the services of the Bureau available to the pupils who participated. Staff members of the Bureau also assisted.

Procedure and Findings

Forms were prepared to be used by the teacher and by counselors in the Bureau for recording tentative conclusions concerning some things to be considered in the guidance of the 13 individuals studied. The form provided spaces for the teacher or the counselor to check the degree of interest of each individual in certain occupations, the extent of his experience in the occupations, the degree of his aptitude for the occupation, and the degree of encouragement to be given each individual in various kinds of occupations. Similar points were checked with regard to the kind of further education, if any, to be encouraged. Space was also provided for a check of the degree of emphasis or encouragement to be given the individual to attempt to strengthen certain personality characteristics or to participate in certain leisure-time activities.

Without any special study on the part of the teacher and without any interviews, the teacher then filled out one of the forms for each of the 13 boys in his class. It was believed that this procedure might show in a rough way what this teacher of vocational agriculture was qualified to do in the way of guidance if he relied on "snap" judgment made without any previous special study of the principles of guidance and without any special study of the individual or of the opportunities that were open.

After filling out the first set of forms, the teacher made some study of guidance and counseling techniques that might be followed by a classroom teacher. Following this preliminary study, the teacher arranged conferences with each of the 13 boys concerning vocational, educational, and personal development plans. Intelligence test scores of the pupils, which were on file in the superintendent's office, were examined by the teacher; also the boys' scholarship records in high school and in elementary subjects. The teacher discussed the interests, aptitudes, and possible vocational and educational opportunities open to the various boys with the superintendent, the principal, other teachers, and the parents of the boys. He gave the boys an opportunity to fill out a simple survey of interests, opportunities and experiences which had been prepared primarily for farm boys and discussed the result of this survey with the boys.

Following the preliminary study, the teacher filled out a second copy of the form for recording tentative decisions concerning the guidance of each of the 13 boys in the class. In five of the 13 cases the teacher made important changes in the column "Vocations to be encouraged" in the second or final set of forms as compared with the occupations listed under this heading in the first set of tentative conclusions. Similarly, four important changes were made in the second set of conclusions concerning the kind of further education that the teacher believed should be encouraged.

Table I. Conclusions Concerning Occupations to Be Encouraged and Occupations Followed*

H. S. class and pupil No.	Occupations to be encouraged		Occupations followed	
	Conclusions of teacher after study	Conclusions of Counseling Bureau	Major	Minor or part time
Juniors				
1	Truck gardener or real estate salesman	Same	Real estate salesman	Truck gardener
2	Farmer on home farm	Same	Farmer	R.E.A. linesman
3	Mechanic	Same	Painter and paper hanger	Shop employee
4	Teacher of vocational agriculture	Same	Electric Co. employee	None
5	Cook, chauffeur	Same or truck gardener	Caretaker garden, lawn and house	Welder
6	Farmer on home farm	Same	Farmer	None
7	Construction and building	Same	Construction work	None
8	Farmer on another farm	Same	Farmer	None
9	Mechanic	Same or farmer	Preparing to teach Voc. Agr.	Farmer in summer
Seniors				
10	Farmer on home farm	Same	Farmer	None
11	Farmer	Same or commercial work	Farmer	None
12	Dairy farmer on home farm	Same	Dairy farmer	Lumber Co. employee
13	Poultry farmer	Same	Poultry farmer	Rural mail carrier

* The conclusions concerning occupational guidance were made in the 1937–1938 school year. The report of occupations followed was made in 1942 and does not include war service or war employment.

Tests and Interviews

After the teacher had completed his special study and had recorded his second set of tentative conclusions concerning points to be stressed in guidance, the 13 boys went to the Columbus Counseling Bureau for tests and interviews. The tests which were given included six or seven commonly used aptitude tests and interest inventories. Following a study of the test scores, each boy was interviewed by two different Bureau counselors. The conclusions reached by the members of the Bureau in a conference were then recorded for each individual.

Table I shows the conclusions concerning occupations to be encouraged as listed by members of the Counseling Bureau and by the teacher. The table also shows the occupations followed by the boys during the three or four years immediately following graduation from high school. The employment or service of the boys during the war period has not been included in the investigation.

In each of the three instances in which there were differences concerning occupations to be encouraged, the Bureau members included at least one vocation that had been listed by the teacher, but the Bureau members also included a second vocation to be encouraged which had not been included in the teacher's list. It is possible that the teacher would have included the occupations mentioned by the Bureau as second or third choices for the individuals if the teacher's list had been extended. So, practically speaking, there was very close agreement between the teacher and the Bureau members with respect to occupations to be encouraged in the case of each of the 13 pupils.

Two of the three students about whom there was some disagreement concerning occupations to be encouraged, No. 5 and No. 11 in the table, had followed a vocation which had been listed by both the teacher and the Bureau. The third boy about whom there was disagreement, No. 9, was preparing to teach vocational agriculture, a vocation which had not been listed for this individual by either the teacher or the Bureau.

Nine of the 10 boys about whom the teacher and the Bureau member had agreed were following one of the occupations which had been listed to be encouraged. Both the teacher and the Bureau members believed that boy No. 4 should be encouraged to become a teacher of vocational agriculture. However, after one year of college preparation for teaching, this boy became an employee of an electrical company.

As shown by Table II, there was greater disagreement with regard to further education to be encouraged than with regard to occupations. In four of the 13 cases, members of the Bureau believed that individuals should be encouraged to take a four-year course in a college of agriculture, whereas the teacher did not recommend such work. However, for two of these four individuals, the teacher believed that a dairy short course at a college of agriculture should be encouraged so there could not be said to be very serious disagreement concerning these two cases. In the other two cases, the teacher held a very strong conviction that the pupils should not be encouraged to go to college. This conviction was based upon the scholastic records of the pupils, upon their intelligence test scores, and upon their general ability as shown by their class and extra-curricular activities. The superintendent, who was well acquainted with the boys, concurred with the viewpoint of the teacher that these two boys probably would not be successful in college and should not be encouraged to enroll for a four-year course. None of the four boys who were listed by members of the Counseling Bureau to be encouraged to enroll for a four-year course at a college of agriculture, but who were not so listed by the teacher of vocational agriculture, took any college work.

The teacher and the Bureau agreed upon the high-school curriculum to be encouraged for each of the nine juniors when they would become seniors. Three of these nine pupils, No. 3, No. 5, and No. 7, shifted to industrial arts which had been recommended by both the teacher and the Bureau. The other six remained in the vocational agriculture curriculum in accordance with the recommendations of both the teacher and the Bureau.

The teacher has had frequent opportunities to talk to most of the boys since they have completed their high-school work. Seven were enrolled one or more years after completing high school in young-farmer or part-time classes taught by the teacher. The teacher has gained the impression from the boys and from their parents that they have all been reasonably well satisfied with their vocational and educational choices.

Of course, it is not possible to determine with certainty whether the vocational and educational choices of any individual were the best possible choices for him. Even tho a follow-up study shows that the individual is happy and successful in his chosen field, it cannot be demonstrated that he might not have had greater satisfaction and achievement in some other occupation.

Many of the tentative conclusions recorded by the teacher and members of the Counseling Bureau concerning recommendations for personality development and use of leisure time consisted of comments that were difficult to compare objectively. Hence the recommendations for personality improvement are not given in this article. In general, however, there was very close agreement between the suggestions of the teacher and members of the Bureau with regard to the personality development and leisure-time activities of the various individuals.

Thruout the period during which the teacher and members of the Counseling Bureau worked with members of the class on this guidance problem every effort was made to follow sound guidance principles. The research aspect of the problem was not mentioned to the pupils. An effort was made to have the class members regard the guidance work as merely a part of their regular program. The boys seemed to be interested in the opportunity to take the various tests, to study the kinds of vocations and educational programs that were open to them and to have conferences with their teacher and with the counselors at the Bureau concerning guidance matters.

Table II. Conclusions Concerning Further Education to Be Encouraged, and Enrollment for Further Education*

H. S. class and pupil No.	Conclusions of teacher after study	Conclusions of Counseling Bureau	Enrollment for further education
Juniors			
1	H. S. Voc. Agr. followed by salesmanship training	Same	H. S. Voc. Agr.
2	H. S. Voc. Agr. followed by Young-Farmer class	H. S. Voc.Agr. and Col. of Agr.	H. S. Voc. Agr. followed by Young-Farmer class
3	H. S. Ind. Arts followed by auto mechanics	Same	H. S. Ind. Arts
4	H. S. Voc. Agr. and Col. of Agr.	Same	H. S. Voc. Agr. and one year in Col. of Agr.
5	H. S. Ind. Arts and Cooking or welding school	Same	H. S. Ind. Arts, Young-Farmer class, Mechanics short course in Col.
6	H. S. Voc. Agr., Young-Farmer class, and short course, Col. of Agr.	Same	H. S. Voc. Agr., Young-Farmer class and short course, Purdue Univ.
7	H. S. Ind. Arts	Same	H. S. Ind. Arts
8	H. S. Voc. Agr. followed by Young-Farmer class	H. S. Voc. Agr. and Col. of Agr.	Young-Farmer class
9	H. S. Voc. Agr. followed by Auto Mechanics course	Same	H. S. Voc. Agr. and Col. of Agr. (Agr. Educ.)
Seniors			
10	Young-Farmer Class	Same	None
11	Young-Farmer Class and Dairy Short Course at Col.	Col. of Agr. or Commercial Course	Young-Farmer Class Bible course
12	Young-Farmer Class and Dairy Short Course at Col.	Col. of Agr.	Young-Farmer Class
13	Young-Farmer Class and Poultry Short Course at Col.	Same	Young-Farmer Class

* The conclusions concerning educational guidance were made in the 1937–1938 school year. The report of enrollment for further education was made in 1942 and does not include any training in the armed services.

Summary and Conclusions

Altho only a few pupils were included in the study, it serves as a basis for some suggestions to teachers concerning their responsibility for guidance. The teacher who conducted this investigation had been acquainted with the 13 boys in his class during the two year period that he had taught in the school. He had visited the boys' homes to assist them in organizing and carrying out their supervised farming programs. In spite of this background, when the teacher wrote out a statement of vocations to be encouraged and further education to be encouraged in the case of each of these 13 boys and

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Future Farmers of America

A. W. TENNEY

Developing Leadership

R. C. MITCHELL, Teacher, Alpine, Texas

R. C. Mitchell

INSPIRATION, plus factual information, coupled with opportunities for leadership, develops officers for the F.F.A. The inspiration must be supplied and developed in the boy by offering him the necessary facts along with some opportunities for training. When he is offered the opprotunities and facts, the inspiration will usually be spontaneous.

The factual information which a boy needs should begin with his first few days in the F.F.A. First year students in vocational agriculture are given some intensive training in F.F.A. work which includes a history of the organization, its purpose, drills in parliamentary procedure, and some goals which can be attained by the individual boy. This, followed by district and area F.F.A. training schools, will keep the boy up to date on the organization. The training schools should include a study of the duties of officers, keeping chapter records, planning chapter, district, and area programs of work, recreational activities, and interesting programs by outstanding boy leaders. These schools will be highly effective if the boys are given the responsibility of conducting them and the adult leaders serve only as advisers.

One of the oldest and best methods of developing leadership among the members is to use contests. Contests should begin in each individual chapter and some can be successfully carried on into district, area, state, and national competition. Such chapter contests as public speaking, pest eradication, livestock judging, livestock showing, and the leadership barometer to select the most outstanding boy in each degree each year, are good. Awards such as banners or plaques should be given to the winners in each contest. These rewards for leadership make work itself a contest, for the boy who does the most work is the boy who is going to be rewarded. The more contests that can be provided, the more opportunities all members have to develop leadership. A friendly spirit of competition always stimulates enthusiasm, and enthusiasm always precedes outstanding accomplishments.

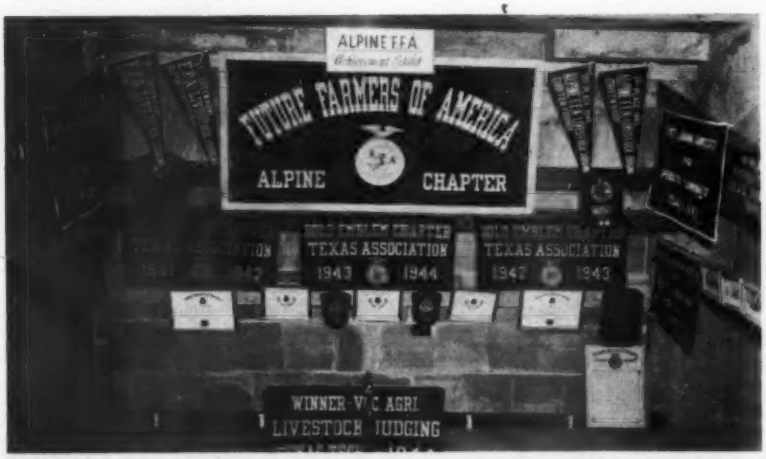
A chapter "Hall of Fame" is another method of developing leadership. The "Hall of Fame" can include pictures of Lone Star and American Farmers, boys with winning animals at major shows, chapter officers, winning judging teams, group pictures of the chapter after having won state and national honors, and any other pictures of notable achievements. These along with banners and plaques or certificates won by the chapter as a result of outstanding records make a chapter "Hall of Fame" that will attract the interest of any normal boy.

A well-planned chapter program of work which includes varied items of interest is perhaps the greatest stimulating device yet found for inspiring leadership among the members. The program of work should be planned, and carried out with every boy given something definite to be responsible for. Then if the accomplishments are selected as outstanding, every member feels that he had a part in it.

Boys stimulated with these facts and opportunities will develop the inspiration which will make them leaders.

Four Presidents in One Chapter

These four members of the Alpine, Texas, F.F.A. Chapter are all presidents of various F.F.A. organizations. From left to right are John Dow Harris, chapter president and candidate for Lone Star Farmer Degree; Billie Weston, District F.F.A. President and candidate for American Farmer Degree; Joe Lane, Area President and a Lone Star Farmer; and Keesey Kimball, State F.F.A. President and Lone Star Farmer. (A lot of leadership in one chapter at one time.)



The Alpine Achievement Exhibit, winner at the recent El Paso Livestock Show and Exposition. The Alpine Chapter was awarded the Gold Emblem by the national association of Future Farmers of America last fall

Newton Produces Food

The Newton, Kansas, Chapter of Future Farmers of 58 boys, Ralph Karns, adviser, has, thru the vocational classes and the boys' farming programs, made a commendable contribution to food production in connection with their war efforts. The unique feature of the report from this chapter is that it includes the production figures, not merely the scope of the projects. A few items are selected as examples. Ninety-four ewes and one ram produced 163 pounds of wool and 7,520 pounds of meat; 31 sows and gilts produced and gained 45,620 pounds of pork; 14 steers recorded a gain of 5,400 pounds; 480 pullets produced 5,480 dozen eggs; 40 acres of sorga produced 475 tons of forage; and 123 acres of wheat produced 3,075 bushels.

Expressed in terms of money, the farming programs of the department represent a total of $6,440 in inventories at the beginning of the year. Additional projects of livestock totaled $3,800.

F.F.A. Initiation

RALPH E. BENDER, Teacher,
Canal Winchester, Ohio

GREATER interest and more active participation in the F.F.A. on the part of all members are the results of knowing more about the organization, its programs, and its purposes. Many times the reason for the small amount of participation of members in an organization is due to a lack of confidence, which may be due, in part, to a lack of knowledge of what needs to be done and how it should be done. The initiation of new members should place a very definite responsibility on the organization, which includes more than the effective presentation of the formal initiation ceremony. To initiate means to begin or to take the initiative; this involves instruction and experience. F.F.A. chapters and most organized groups are initiating persons into their organizations without enough concern for getting them started as active members.

For several years the Canal Winchester Chapter has been conducting a program of education designed to acquaint the prospective Greenhand with the organization. A requirement to become a Greenhand, in addition to that which is defined by the constitution, has been added by the chapter. This requirement, which consists of passing a test on some of the F.F.A. organization details, is proving very beneficial. A mimeographed copy of the test, prepared each year by the officers, is given to each of the prospective Greenhands. Study materials, particularly the F.F.A. Manual, are distributed among the boys with the information needed. Each boy must pass the test by a score of at least 80 percent, before he can become a Greenhand. If he fails, he is given another opportunity to take the test. Each year all of the boys have passed the test; this year the lowest score was 94. The test given last fall included the following questions:

1. When was the F.F.A. founded?
2. How many states have organizations?
3. How many members are there in the U. S. A.?
4. How often does the National Association meet?
5. Where is the National Convention held?
6. Who is the national president?
7. Who is the state president?
8. How many F.F.A. chapters are there in Ohio?
9. How many F.F.A. members are there in Ohio?
10. When does the State Association meet?
11. What are the state and national dues?
12. What is the name of the F.F.A. magazine that is published in Ohio?
13. What are the different degrees that can be attained?
14. What are the requirements to be a State Farmer?
15. What are the official colors?
16. What does the cross-section of an ear of corn on the emblem represent?
17. What does the plow represent?
18. What does the owl represent?
19. What does the rising sun represent?
20. Name the local officers.
21. Recite the pledge to the flag.
22. What is the answer (oral) to the question asked by the president, "Future Farmers, why are we here?"

Incidentally, the Canal Winchester Chapter has not used any "rough stuff" or "blindfold tactics" as a part of the initiation for a number of years. In too many cases the initiate becomes so concerned over this phase of the inititation that he loses the values of the other lessons to be taught. The blindfolded person usually expects trouble. We need to remove both the mental and physical blindfolds from the initiate.

Initiation is not over when the president announces after the ceremony, "We welcome you as Greenhands." If an initiate is to get a good start in the organization, he should be a part of the program, participating actively in the fun and the work of the group. It is necessary, from the standpoint of interest and growth, that every member assume some responsibility. Such responsibility should be assumed according to individual and group needs, interests and abilities. Usually, for the initiate, this means the playing of minor, rather than major roles, such as being a committee member, rather than the chairman, or giving a report from an F.F.A. magazine, rather than being the chapter's representative in the public speaking contest. The officers and the adviser should study each boy carefully to determine the nature and amount of responsibility that can be best assumed. An assignment of a responsibility should be accompanied with proper supervision which will involve giving help in what to do and how to do it. Encouragement, praise and other techniques should be used to provide some assurance of success for the boys—particularly, in their first few undertakings. Nothing succeeds like success.

Parliamentary procedure or the ability to preside should be practiced because it is very helpful in developing the confidence and ability of the boys to speak on their feet, as well as the ability to use correct business procedure. A person is much more likely to participate in a meeting if he has had such experience.

There is no one way of initiating boys into active F.F.A. membership. The practices mentioned have worked effectively and are suggested for others to try.

Group Projects

(Continued from page 71)

It is not necessary to discuss all of the interesting lessons which this orchard provided. Everything from entomology, fertilizing, soil conservation, thru green-manure cropping, and on to pruning, harvesting, marketing, and bookkeeping were numbered among the jobs accomplished. Experience gained from conducting a roadside market was especially valuable.

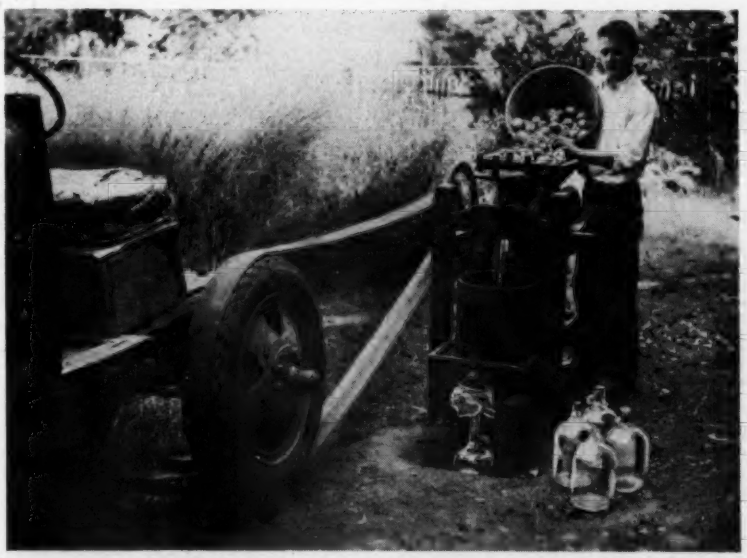
The financial record of the project follows:

Expenses		
Rental for orchard in accordance with 25 percent clause in lease	$ 169.13	
Peck baskets	30.00	
Bushel baskets	95.00	
Liners and caps for baskets	10.59	
Harvesting and marketing	21.11	
Spraying (5 times)	50.00	
Gasoline, 65 gal.	13.00	
700 Coca-Cola gallon jugs at 5c	35.00	
		$ 423.84
Receipts		
Cider sold	324.00	
Apples sold	736.00	
		1060.00
Profit from project		636.16
Less 25 percent of No. 1 apples sold, paid landlord	169.13	
Net profit to F.F.A.		$ 467.03

The official peacetime flag salute in the F.F.A. ceremony was adopted at the Sixth National Convention, 1933.

— —F.F.A.— —

The national F.F.A. monthly radio program over NBC began in 1931. National Adviser C. H. Lane opened this series of broadcasts on April 13 with the topic, "What the F.F.A. Is and Does."



The boys of the Fairview, Pennsylvania, department produced over 700 gallons of cider from cull apples of their 80-tree class orchard. C. J. Kell, instructor, operates the "squeezer."

Retirements

H. C. Groseclose

J. B. Hobdy

THE many friends of Prof. Henry C. Groseclose will be both interested and sorry to learn of his retirement on July 1 on recommendation of his physician.

Professor Groseclose attended Washington and Lee University and received his B.S. and M.S. degrees at Virginia Polytechnic Institute. For 33 years he has been engaged in various types of educational work in Virginia. Since 1925 he has been Professor of Agricultural Education at Virginia Polytechnic Institute. The part Mr. Groseclose played in drafting the constitution and bylaws of the Future Farmers of America and in helping establish this organization on a sound basis is well known to all who are familiar with F.F.A. history. He has been adviser of the Virginia Association since its organization. He was the first executive secretary and for more than 12 years served as treasurer of the national association. In recognition of his services he was the first to receive the degree of Honorary American Farmer.—H. W. S.

Dr. J. B. Hobdy, State Director of Vocational Education in Alabama since 1918, retired July 1. He is succeeded by R. E. Cammack, State Supervisor of Agricultural Education, who in turn is succeeded by J. C. Cannon, an Associate Supervisor.

Doctor Hobdy received his B.S. and M.S. degrees from Alabama Polytechnic and his L.L.D. from the University of Alabama. His earlier career included teaching at Alabama Polytechnic and supervisor of secondary education and of rural schools.

Under Doctor Hobdy's leadership the five services in vocational education in Alabama have made an exceptionally fine record. He has ably served Alabama as a truly great educator and his friends in Alabama, as well as over the nation, will always look to him as a symbol of leadership and training ability.—T. L. F.

Book Review

A. P. Davidson

Hunger Signs in Crops, a Symposium, prepared by 14 specialists, and edited by George Hambridge, nine chapters, 300 pages of text and illustrations, 80 full pages of color plates, many half-tone illustrations, excellent print and binding, published by The American Society of Agronomy and The National Fertilizer Association, Washington, D. C., available thru Judd and Detwiler, Inc., Florida Ave., at Ekington Place, N. E., Washington 2, D. C., list price $2.10.

A chapter is devoted to plant-nutrient deficiency symptoms for each of the following crops: cotton, legumes, potato, corn and small grains, and tobacco. One chapter emphasis is also given to each of the following: Plant-Nutrient Deficiencies in Vegetable or Truck Crop Plants, Nutrient-Deficiency Symptoms in Deciduous Fruits, and to Symptoms of Citrus Malnutrition. Chapter I, "Why Do Plants Starve?" is an excellent presentation of the subject of plant nutrients. Your book review editor knows of no single volume that contains such a wide range of material on malnutrition symptoms in plants as is contained in *Hunger Signs in Crops*. The book is relatively non-technical, and should be useful alike to farmers, students and teachers of agriculture, technical workers, and everyone concerned with the proper management of soils and crops.

Counseling

(Continued from page 75)

then compared this statement with a similar statement made after about three months of study of the vocational and educational interests, aptitudes and abilities of these boys as well as a study of the opportunities open to them, he found that his second statement concerning vocations to be encouraged was different from the first in five of the 13 cases. The teacher's second statement concerning further education to be encouraged was different in four cases from the first statement.

However, the second set of statements prepared by the teacher about each individual agreed closely with statements prepared by the Columbus Counseling Bureau concerning vocations to be encouraged for all 13 pupils and concerning education to be encouraged in 11 of the 13 cases. The experience of the teacher who made this investigation suggests that teachers who hope to assist their students in making vocational and educational choices should not rely upon snap judgment based upon general information. On the other hand, this study suggests that a teacher who makes a careful analysis of the guidance problems of each student in accordance with accepted guidance and counseling techniques may arrive at approximately the same conclusions that would be reached by guidance specialists in a fairly high percentage of the cases. Of course, if guidance specialists are available, pupils should be urged to consult such specialists. Since specialists in guidance and counseling probably will not be available in many rural communities for some time, it would seem that classroom teachers should prepare themselves to give pupils some guidance in making vocational and educational choices.

The investigation has shown that the teacher who made a careful study of guidance arrived at essentially the same conclusions as the Counseling Bureau. It is probable, however, that the best solution of guidance problems might be reached thru a combination of the services of properly trained teachers and of specialists whenever it is feasible to have the services of the latter made available.

BANQUET BANTER

Toastmaster: I don't need to tell you folks that we boys in agriculture have very friendly relationships with the girls in home economics. We often enjoy many social occasions together. Mrs. Brown has very generously helped us boys at our meetings by giving talks on proper party procedures, introductions, and selecting clothing. The fact that she has sat at the speaker's table all evening while the girls have served us without her supervision is further evidence of her exceptional ability. I understand, however, she hasn't always been so successful. We all know that, before she came here to teach, she spent a year in New York while husband Ted was doing graduate work. Incidentally, this was just after they were married. We all know that Ted is a great lover of sports and, being reared near Cincinnati, he was quite a baseball fan and knew many of the "Red" players personally. On the first trip the Reds made to New York, Ted and Mrs. Brown invited one of the "Red" players out to their apartment for dinner one evening after the game. He arrived and they engaged in conversation about baseball. Mrs. Brown isn't quite the fan that Ted is but she got in her two cents worth by asking why it was the batter often carries two bats with him from the bench, and on his way to the plate drops one of them? The visitor explained that he did this to make one seem lighter. This seemed logical to Mrs. Brown, but she had a strong reminder when the biscuits were passed, the player took two and on the way to the plate dropped one. Ladies and gentlemen, our excellent teacher of home economics, Mrs. Brown.

Speaker: I fear there is more truth than poetry in what Frank has said, if I were honest with myself. However, it is a pleasure to work with these Future Farmers and I am happy to make any contribution I can to their preparation for life. I do want you to realize, however, that perfect as they seem to be, especially on occasions like a banquet, they have their difficulties, too. I have learned in a roundabout way that Frank was cook at his home when his mother left for a few days' visit. Frank didn't want to admit his deficiency in home economics, so he decided to get help from the radio. He turned it on for an announced recipe of something in which he was interested. Unknowingly he got two stations, and this is the recipe as Frank copied it:

"Hands on hips, place one cup of flour on shoulder. Raise the knees, depress the toes thoroly in one-half cup of milk. In four counts raise the legs and mash two hard boiled eggs in a sieve. Repeat six times, inhale one-half teaspoon of baking powder and one quart of flour. Breathe naturally, exhale and sift. Attention: Jump into a squatting position and bend whites of eggs backward and forward over the head and in four counts, make a stiff dough that will stretch at the waist. Hop to a standstill in boiling water, but do not boil to a gallop. In 10 minutes remove from the fire and dry with a towel. Breathe naturally, dress in warm flannel and serve with fish."

Ladies and gentlemen, maybe heavy biscuits are better than anything Frank's recipe would produce.